Course Description

CNEP 6384: Qualitative Research (3 SCH). This course is experientially based on the philosophy, design, and practice of qualitative research. It is understood that participants have a solid background in methods (as defined by the positive and post-positivist tradition) and statistics. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a capacity to collect, analyze, and interpret qualitative empirical materials.

Rationale

Course content is founded on the assumption that qualitative research as well as quantitative research methods are necessary in studying, understanding, and explaining social and cultural phenomena important in counselor education and counseling practice.

Instructional Methods

This course utilizes traditional teaching methods such as lecture and seminar-style discussion as well as active learning activities including in-class demonstration and practice.

Learning Objectives

This course is designed to meet 2016 CACREP doctoral standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable about:

- **CACREP Standard B-4-a:** research designs appropriate to quantitative and qualitative research questions. *Students will successfully complete this learning objective by achieving an 80% or above on the IRB Protocol, Semester Project, and Article and Dissertation Critiques.*

- **CACREP Standard B-4-c:** qualitative designs and approaches to qualitative data analysis. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the IRB Proposal and Semester Project, data analysis assignments, Article and Dissertation Critiques, and Final Examination.*

- **CACREP Standard B-4-d:** emergent research practices and processes. *Students will successfully complete this learning objective by achieving an 80% or above on the IRB Protocol, Semester Project, and data collection and analysis assignments.*
• **CACREP Standard B-4-g**: research questions appropriate for professional research and publication. *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the Critique of Qualitative Article, Critique of Qualitative Dissertation, and Semester Project.]*

• **CACREP Standard B-4-j**: design and evaluation of research proposals for a human subjects/institutional review board. *[Students will successfully complete this learning objective by achieving an 80% or above on the IRB Protocol and Critique of IRB Protocol.]*

• **CACREP Standard B-4-l**: ethical and culturally relevant strategies for conducting research. *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the Critique of IRB Protocol, IRB Protocol, and Semester Project.]*

*By the end of this course, students will also be able to:*

• Describe the philosophical underpinnings of qualitative approaches to scientific research, including historical roots, major philosophical debates, relevance, and factors leading to the emergence of interest in qualitative methods.

• Explain how qualitative and quantitative paradigms complement each other and identify when each would be more appropriate for specific research questions.

• Identify and compare a variety of qualitative research approaches including constructivist (naturalistic inquiry), grounded theory, phenomenology, narrative, and ethnography.

• Explain and apply, in a beginning way, a variety of qualitative data collection methods including interviewing, observation, focus groups, nonverbal communication, and documents and records.

• Articulate an understanding of “Person as Instrument” and demonstrate the role reflexivity plays in qualitative and naturalistic inquiry.

• Discuss and demonstrate understanding of qualitative constructions of trustworthiness appropriate to various qualitative research designs.

• Describe and demonstrate beginning skills in the analysis and interpretation of qualitative data according to naturalistic inquiry tenets.

• Describe and demonstrate beginning skills in the collection, analysis, and interpretation of qualitative data including but not limited to coding, categorizing, sampling, memos, and diagrams used in various qualitative approaches.

• Discuss pros and cons of using computer programs in analysis of data and identify current programs available on the commercial market.

• Identify and practice basic skills necessary to write, present, and report qualitative research results in a clear, easy to understand format.

• Identify ethical issues related to the use of qualitative methods.

• Value diverse orientations to knowledge development and personally explore different ways of knowing.

**Major Course Requirements**

• **Evidence of preparation for class discussion.** Complete reading and other assignments for each class in order to fully benefit from in-class learning activities including articles critiques, data collection, participation in focus group, data analysis, and other applied learning activities. Full participation in class activities and discussion that reflects completion of reading and other assignments is expected. **25 points**
• **Qualitative journal article critique.** Critique a qualitative research article. Obtain approval from professor for article selection and use analysis guidelines provided by the instructor. Include both a numerical rating and a rationale for the rating based on scholarly writings about qualitative research. The article must be a purely qualitative design. Mixed methods research is not acceptable for this assignment.

Use the rubric form provided in this syllabus for main headings in the paper. If elements are missing from the article, you should address the impact of the omission. Your critique will be evaluated according to the same ratings you will use in your critique (see Evaluation of Journal Article and Dissertation Critique later in the syllabus). **100 points**

• **Prepare IRB protocol** using 600.01 Template, Protocol Template from the Research Compliance Office webpage (IRB forms) for semester project (*not to be submitted to IRB*). Consult appropriate checklists from the webpage. **Please note that the initial draft is due 10/22 for peer/instructor critique (see syllabus timeline). 100 points**

• **IRB proposal critique.** Critique one peer’s IRB proposal utilizing template noted above for your critique as well as any relevant checklists from the RCO webpage. **25 points**

• **“Integrity” data collection** (photography, reflective journal, individual interview). **100 points**
  - **Photographs.** During the first month of class, **take or identify and print at least 6-8 photographs** that represent Integrity in Counselor Education to you. Bring paper copies of photos/pictures to class for visual analysis during class learning activity on assigned date. Analysis information will become part of a data set.
  - **Reflective journal.** Beginning the first week of classes, keep a **reflective journal** about Integrity in Counselor Education by making a minimum of **two journal entries each week.** Journals will be used as part of a data set to be analyzed by your peers. Be aware that journal entries or parts thereof will be used in group analysis of a data set and make your entries with that knowledge in mind. In addition, copies of your journals will be turned in to the instructor. Note: You will be able to redact information prior to providing it to peers and the instructor. For the **first week of class, the journal prompt is Integrity in Counselor Education…** Thereafter, **journal prompts will be designed in class for each successive week.**
  - **Individual interview.** Design **5-7 semi-structured questions** to address the topic of Integrity in Counselor Education in accordance with the overarching question designed in class. **Interview one of your peers and transcribe the interview.**

• **Data analysis and discussion of results. 100 points**
  - Complete an initial data analysis of interview to arrive at initial themes.
  - Work collaboratively in small groups to analyze group data.

• **Qualitative dissertation critique.** Critique an approved qualitative dissertation. **Mixed methods studies may not be used.** Some choices are located in Blackboard and in the syllabus. You may use others with approval from instructor. Use the rubric form provided in this syllabus for the main topics in the paper. Include both a numerical rating and a rationale based on scholarly writings about qualitative research. If elements are missing from the article, you should address the impact of the omission. Your critique will be evaluated according to the same ratings you will use in your critique (see Evaluation of Journal Article and Dissertation Critique later in the syllabus). **150 points**
• **Design a qualitative semester research project** using proposal guidelines distributed by professor. **Prepare and present a poster to class and post relevant information to Blackboard.** The presentation must include citations for literature of topic and methodology. Project will demonstrate mastery of learning objectives. **200 points**

• **Final examination.** Complete and submit the final examination by the due date on the course schedule. **200 points**

**Evaluation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>“Integrity” data collection (photography, reflective journal, individual interview)</td>
</tr>
<tr>
<td>100</td>
<td>IRB proposal</td>
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<tr>
<td>25</td>
<td>IRB proposal critique</td>
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<tr>
<td>25</td>
<td>Evidence of preparation for class discussion</td>
</tr>
<tr>
<td>100</td>
<td>Data analysis and discussion of results</td>
</tr>
<tr>
<td>100</td>
<td>Analysis of qualitative journal article</td>
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<tr>
<td>150</td>
<td>Analysis of qualitative dissertation</td>
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<tr>
<td>200</td>
<td>Semester Project (Research design, poster of qualitative methodology including electronic handout &amp; reference list)</td>
</tr>
<tr>
<td>200</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

1000 Total Grade

**Grade Distribution**

A = 900-1000; B = 800-890; C = 700-790; D = 600–690; F = 590 and below

**Required and Recommending Readings**

**Textbooks:**

*The textbooks adopted for this course are:*


**Recommended Reading:**


[Note: You may find the SlideShare available at [https://www.slideshare.net/pava/7soni/constructing-grounded-theory](https://www.slideshare.net/pava/7soni/constructing-grounded-theory) useful; however, please do not make the mistake of thinking the slideshare information is sufficient to understand Charmaz’s methods!]

**Bibliography and Additional Recommended Readings**

*The knowledge bases that support course content and procedures include:*


**Selected Journal Article Publications**


**Selected Dissertations**


Walker, M. E. (2007). *Because it is my heart: A qualitative case study of the influence of spirituality and creativity in the recovery of a mother and daughter from childhood incest trauma*.


**State Adopted Proficiencies for Teachers and/or Administrators/Counselors (NA)**

**TExES Competencies (NA)**

**University/Course Policies**

*Electronic devices*

Electronic devices may not be used in class unless related to the course. Students who must have cell phones on are required to set them to silent/vibrate and shall not accept calls or respond to texts unless there is an emergency.

*Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus,
equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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Dropping a Class
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Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

*See additional university and class policies specifically related to this course in next section.*
CNEP 6384 Course Outline and Policies

*The following schedule is subject to change at the discretion of the instructor to accommodate needs of class, guest lecturers, and other issues that might arise. Class members will be notified in advance of changes.

**Some classes MAY use on-line instructional processes, including discussion threads. Such assignments will utilize BlackBoard.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27</td>
<td>Overview of course; theoretical foundations &amp; diverse orientations to knowledge development; comparison of qualitative &amp; quantitative methods; criteria for selecting qualitative methods; qualitative research questions and semester projects</td>
<td>Chapter 1, C&amp;P text</td>
</tr>
<tr>
<td>09/3</td>
<td>Qualitative research design: Essential components of semester research projects; Naturalistic inquiry: phenomenology, narrative, ethnology, grounded theory; review of components of qualitative article</td>
<td>Chapters 2 &amp; 10, C&amp;P text</td>
</tr>
<tr>
<td>09/10</td>
<td>In-class journal article analysis for demonstration purposes; continued discussion re qualitative inquiry frameworks</td>
<td>Chapters 3 &amp; 4, C&amp;P text Chapters 1 &amp; 2, S text</td>
</tr>
<tr>
<td>09/17</td>
<td>No in-class meeting. Appts. as needed regarding semester project</td>
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</tr>
<tr>
<td>09/24</td>
<td>Applications of qualitative inquiry. Semester project selection due.</td>
<td>Chapter 5, C&amp;P text</td>
</tr>
<tr>
<td>10/01</td>
<td>IRB procedures and processes; ethical considerations in qualitative research</td>
<td>Material on Human Subjects Research related to your planned IRB assignment, including recruitment templates and relevant informed consent templates (see research.tamu.cc/compliance/forms.html#irb).</td>
</tr>
<tr>
<td>10/08</td>
<td>Framing questions for research; designing interview questions. In-class demonstration and practice.</td>
<td>Submit draft purpose and research questions for semester project due via Bb messages. Chapter 6, C&amp;P text</td>
</tr>
<tr>
<td>10/15</td>
<td>Fieldwork strategies &amp; observational methods; person (researcher) as instrument; data collection (interviewing, focus groups, observation, nonverbal [e.g., art, photos, music], communications, documents, records</td>
<td>Chapter 7, C&amp;P text Photosvoice material on Bb</td>
</tr>
<tr>
<td>10/22</td>
<td>Qualitative interviews: in-class demonstration and practice; in-class demonstration of focus group.</td>
<td>Submit IRB document for critique by peer. Provide copy to instructor (via Bb Messages). Journal article critique due via Bb Assignments by 11:59 p.m.</td>
</tr>
<tr>
<td>10/29</td>
<td>Credibility in qualitative research; differing models for different theoretical underpinnings; demonstration and practice of interviewing with pictures and/or photo elicitation</td>
<td>Bring 6-8 photos you have chosen that visually represent integrity in counselor education to you for in-class analysis. Read articles by Hunt (2011), Tracy (2010); Hays &amp; Wood (2011); IRB critique due (with copy to peer via Bb messages) by 11:59 p.m.</td>
</tr>
<tr>
<td>11/05</td>
<td>Qualitative analysis and interpretation; lens and role of researcher; coding, categorizing, theoretical sampling (or not); memos, diagrams;</td>
<td>Chapter 8, C&amp;P text Chapters 2 &amp; 3, S text Final IRB protocol due via Bb</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Assignments</td>
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<tr>
<td>11/12</td>
<td>Qualitative analysis and interpretation, continued</td>
<td>Assignments by 11:59 p.m. Bring reflective journal entries to class for practice in analysis. Scan and upload to Strauss/Oliver by 11:59 p.m. via Bb messages.</td>
</tr>
<tr>
<td>11/19</td>
<td>Computer-assisted qualitative data analysis programs: pros and cons; overview of qualitative dissertation</td>
<td>Chapters 4-6, S Submit initial themes, etc., from transcribed interview (due via Bb assignments by 11:59 p.m.)</td>
</tr>
<tr>
<td>11/26</td>
<td>In-class practice with data analysis</td>
<td>Complete readings from 11/05 and 11/12</td>
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<tr>
<td>12/03</td>
<td>Poster presentations in class</td>
<td>Poster presentation due as Bb assignments upload AND as Discussion Board post by 11:59 p.m.</td>
</tr>
<tr>
<td>12/10</td>
<td>Final Examination</td>
<td>Submission due by 11:59 via BlackBoard</td>
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</tbody>
</table>

**Class Policies Particularly Relevant for this Class**

**Attendance, participation, and general information**
Reading and other assignments are to be completed prior to class. Students are expected to be prepared and participate in seminar-style discussions of material and other class activities. Learning objectives must be met in order to pass the course. Attendance is required, and instructor must be notified and approve of excused or unavoidable absences. Excessive absences (more than 3) will result in semester grade being lowered by one letter grade. Style for written work should follow APA formatting insofar as it fits the assignment (e.g., 12 pt. font, double spaced, 5 space indentions for paragraphs, 1-inch margins, appropriate citations and references).

**Late work**
I understand that doctoral students have lives, families, jobs, and other responsibilities. However, work must be submitted on time unless there is prior deliberation with me or a true emergency. This is particularly important since some of your peers’ ability to complete their work on time and the ability for class learning activities to be most effective is dependent on each individual completing their work by due dates. Late work will result in 10% deduction of points.

**Academic integrity and plagiarism**
Academic honesty must be observed, and plagiarism or other forms of academic dishonesty will result in a 0 for that work, filing of academic dishonesty paperwork with the appropriate university office, filing of a Student Competency Evaluation in the department, and perhaps a failing grade in the course. In addition, students should be aware of TAMUCC Graduate Catalog (current version) information regarding academic integrity and plagiarism.

**Professional behavior**
In addition to the requirements of TAMUCC’s Student Code of Conduct, CNEP doctoral students are expected to behave in a manner that is consistent with that of counselor educators and professional counselors. Students should be familiar with the Codes of Ethics of ACA and TSBEP as well as with the CNEP Doctoral Student Handbook. Doctoral students should be aware that professional behavior extends to social media use.

**Incomplete grades**
Incomplete grade requests are granted only in extraordinary circumstances and must be requested in advance by the student. University and COEHD policy require that the work for the course be substantially complete.

**Extra credit**
Extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

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**Rubrics**

**Preparation for Class Discussion: Rubric**

22.5 – 25.0 points

Evidence of completion of reading assignments and/or other preparation for class discussion as indicated by active discussion of all topics addressed as well as knowledgeable participation in all applied learning activities. Engaged participation in all class activities and discussions.

20.0 – 22.4 points

Evidence of completion of reading assignments and/or other preparation for class discussion as indicated by active discussion of most topics addressed as well as knowledgeable participation in most applied learning activities. Mostly engaged; however, may appear to be under-prepared for some activities/topics.

17.5 – 22.3 points

Evidence of completion of some reading assignments and/or other preparation for class discussion as indicated by limited discussion of most topics addressed and limited understanding in most applied learning activities. Engagement limited; may be clearly under-prepared for some activities/topics.

13.0 – 17.4 points

Clearly underprepared for many discussion topics and applied learning activities. Engagement limited to reactions to work/discussion of peers in many activities/topics.

Below 13.0 points

Clearly unprepared for discussions and applied learning activities. No evidence of preparation for majority of class discussions and/or activities.
CNEP 6384 Evaluation of Qualitative Research Poster Presentation

Each poster will be evaluated according to the appropriateness and quality of each of the 14 components (1 = component not present or woefully inadequate; 2 = component present but merely adequate; 3 = component good but of average quality; 4 = component very good but may lack rigor, detail, & clarity; 5 = component clearly outstanding with rigor, detail, & clarity). N/N = Not Necessary in opinion of reviewer.

Title of Poster__________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Title (indicates nature &amp; scope of study)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Statement of problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>III</td>
<td>Research question</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
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<tr>
<td>IV</td>
<td>Significance of the study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>V</td>
<td>Qualitative approach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
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<tr>
<td>VI</td>
<td>Participants &amp; context of study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>VII</td>
<td>Data collection plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>VIII</td>
<td>Data analysis plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>IX</td>
<td>Trustworthiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>X</td>
<td>Role &amp; lens of the researcher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>XI</td>
<td>Limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
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<tr>
<td>XII</td>
<td>Organization and readability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
<tr>
<td>XIV</td>
<td>Presenter’s style, knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/N</td>
</tr>
</tbody>
</table>

Comments:

_Instructor Only:_

200 possible points

II, III, IV, V, VI, VII, VIII, IX, X, XIII (x15)
I, XI, XII (x2)
XIV (x4)

Total Points Earned__________
**CNEP 6384 Evaluation of Journal Article and Dissertation Critique**

*Copy and utilize this form for your review of a qualitative journal article and dissertation. For each element, highlight your numerical rating (see next paragraph). Then provide your rationale immediately under the element, citing qualitative research scholars to support your evaluation. If elements are missing, address the impact of the omission.*

*Your critique of the article will be evaluated according to the following: 1 = evaluation not present or woefully inadequate; 2 = evaluation present but merely adequate; 3 = evaluation good but of average quality; 4 = evaluation very good but may lack rigor, detail, & clarity; 5 = evaluation clearly outstanding with rigor, detail, & clarity. Note: Failure to provide scholarly support for your evaluation will result in at minimum half off for that element. *Journal article ratings below will be x2 and dissertation ratings will be x3 for final score.*

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<th>Element</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<tbody>
<tr>
<td>1. Statement of problem</td>
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<td>2. Research question</td>
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<td>3. Significance of the study</td>
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<td>4. Qualitative approach</td>
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<td>5. Participants &amp; context of study</td>
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<td>6. Data collection</td>
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<td>7. Data analysis</td>
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<td>8. Trustworthiness</td>
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<td>9. Role &amp; lens of the researcher</td>
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<td>10. Results &amp; implications</td>
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Comments:

Instructor only:

Journal article: Rating above x 2 (100 pts.)    Total Points Earned_______
Dissertation: Rating above x 3 (150 pts.)
IRB Protocol Grading Rubric

Below 70: Elements essential to human subject research are not present or are sufficiently unclear as to make evaluation of HSR considerations difficult. Confusing, fails to address all of the required elements, critical information either missing or presented in such a way as to not be understandable; may be presented in a way that lacks logic and coherence; may have significant writing problems. Checklists, where appropriate, are not used to support decisions.

70-79 pts.: Addresses most required elements, but of insufficient depth to provide required information; may lack critical information; may have mechanical errors in writing; may be missing checklists where appropriate.

80-89 pts.: Addresses all required elements, addresses key issues critical to IRB, may have minor omissions, may lack some clarity; may have minor mechanical writing issues

90-100 pts.: Excellent, with all required elements presented with clarity; provides all information that would be required by IRB to make thoughtful decision

IRB Protocol Critique Grading Rubric

Below 17.5: Misses critical elements of human subject protection feedback. Failed to address other significant issues in the protocol, including missed elements or confusing presentation, and/or failed to address specific strengths; failed to address writing issues present in the protocol; generally unhelpful critique

17.5-19 pts.: Provided some information that will be helpful to author; however, several points of important feedback are missing

20-22 pts.: Provided generally useful information; addressed most potential issues in the protocol but missed some important information

22.5-25 pts.: Excellent review with helpful information included; clearly helped make the protocol better; where protocol already excellent, identifies what makes it so.
“Integrity” Data Collection Rubric

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<tr>
<th>Activity</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td><strong>Photograph Collection (20 points):</strong> Prints and brings 6-8 photographs that represent the role of integrity in counselor education (to the student); discussion of photographs reflects personal connection to the topic and photographs chosen.</td>
<td>18-20</td>
<td>16-17</td>
<td>14-15</td>
<td>Below 14</td>
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<td><strong>Reflective Journal (30 points):</strong> Keeps a reflective journal about the role of integrity in counselor education by making a minimum of two journal entries each week, based on prompt given in class; entries demonstrate reflection or thoughtfulness. Completes initial phase of data analysis complete.</td>
<td>27-30</td>
<td>24-26</td>
<td>21-23</td>
<td>Below 21</td>
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<td><strong>Individual Interview (50 points):</strong> Designed 5-7 semi-structured questions to address the role of integrity in counselor education in accordance with the overarching question designed in class. Interviewed a peer and transcribed the interview.</td>
<td>45-50</td>
<td>40-44</td>
<td>35-39</td>
<td>Below 35</td>
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**TOTAL POINTS:** __________/ 100

Data Analysis Rubric

90 – 100 points

Full participation in all data analysis assignments, including discussion and group analysis, with evidence presented of initial analysis of data from journal and interview conducted prior to class. Analysis is consistent with design outlined in class.

80 – 89 points

Initial analysis of data prior to class indicates hasty work with limited thought given to identifying meaningful units of information or other elements important in analysis; participation in discussion and group analysis may be somewhat limited. Analysis is consistent with design outlined in class.

70 – 79 points

Initial analysis of data prior to class is clearly inadequate; limited contribution to class discussion and/or group analysis of data. Understanding of data analysis process appears unclear.
60 – 69 points

Initial analysis of data prior to class is missing for at least one assignment; contribution to class discussion and/or group analysis is limited.

Below 60

Initial analysis of data missing. In-class group analysis and contribution to discussion clearly indicates lack of understanding of data analysis or disengagement with requirements for conducting qualitative analysis.